DOCUMENT RESUME

ED 148 384 95 IR 005 525

TITLE LSCA; Library Services and Construction Act, Title I. Special Project Reports, Fiscal Year 1975.
INSTITUTION Massachusetts State Dept. of Education, Boston. Bureau of Library Extension.
REPORT NO 750-5-77-129389
PUB DATE 76
NOTE 43p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Annual Reports; Evaluation; *Federal Aid; Information Services; Library Cooperation; Library Planning; *Library Programs; *Library Services; *Public Libraries; State Programs
IDENTIFIERS Library Services and Construction Act; *Massachusetts

ABSTRACT

Fifteen public library programs operating within the State of Massachusetts during FY 1975, and funded through the Library Services and Construction Act, are described: radio cassette revivals for the elderly; preschool program for Spanish-speaking children; reaching nonreading children with audiovisual materials; library services to the elderly and homebound; serving people with special library needs; outreach services to the community; resource center for students and children with special needs; community activity center; materials center for children with special needs; Italian cultural center; library-based literacy program; reaching out to the elderly in Tewksbury; library service to emotionally disturbed children; and senior service. The following information is given for each program: contact person, amount of grant, objective, project description, and evaluation. Most of the program evaluations are incomplete since the projects had been in existence a year or less at the time the reports were written. (JPF)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED148384

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

LSCA

Library Services and Construction Act, Title I

Special Project Reports
Fiscal Year 1975

MASSACHUSETTS BUREAU OF LIBRARY EXTENSION
648 BEACON STREET
BOSTON. MASSACHUSETTS 02215

Publication of this Document Approved by Alfred C. Holland, State Purchasing Agent.

750-5-77-129389

Est. Cost Per Copy $2.13

IR 005 525

Contents

Preface.....v

RADIO CASSETTE REVIVALS FOR THE ELDERLY
Memorial Hall Library, Andover.....1

PRESCHOOL PROGRAM FOR SPANISH-SPEAKING CHILDREN
Attleboro Public Library.....3

REACHING NON-READING CHILDREN WITH AUDIO-VISUAL MATERIALS
Cambridge Public Library.....5

LIBRARY SERVICES TO THE ELDERLY AND HOMEBOUND
Falmouth Public Library.....7

SERVING PEOPLE WITH SPECIAL LEARNING NEEDS
Fitchburg Public Library.....9

OUTREACH SERVICE TO THE COMMUNITY
Haverhill Public Library.....12

RESOURCE CENTER FOR STUDENTS WITH SPECIAL NEEDS
Town Library, Lancaster.....14

RESOURCE CENTER FOR CHILDREN WITH SPECIAL NEEDS
Lynnfield Public Library.....17

COMMUNITY ACTIVITY CENTER
Faulkner Branch Library, Malden.....20

MATERIALS CENTER FOR CHILDREN WITH SPECIAL NEEDS
Ventress Memorial Library, Marshfield.....23

ITALIAN CULTURAL CENTER
Newton Free Library.....26

LIBRARY LIFTS LITERACY
Jacob Edwards Memorial Library, Southbridge.....28

REACHING OUT TO THE ELDERLY IN TEWKSBURY
Harold J. Patten Public Library, Tewksbury.....32

LIBRARY SERVICE TO EMOTIONALLY DISTURBED CHILDREN
Westwood Public Library.....35

SENIOR SERVICE
Whitinsville Social Library, Whitinsville.....38

Preface

The following Special Project Reports represent the projects which were funded with Library Services and Construction Act, Fiscal Year 1975 funds administered by the Massachusetts Bureau of Library Extension.

Most of these projects were in existence a year or less at the time the reports were written. For this reason, the evaluations are incomplete. However, efforts have been made to provide sufficient information so that other public librarians within the Commonwealth will know both the kinds of projects which have been undertaken and also which librarians have had practical experience in handling a problem which they also might be facing.

The librarians who have undertaken these projects are to be congratulated for the extra time and effort they have expended in trying to extend their library's service.

Mary M. Burgarella
LSCA Project Director

LSCA

Radio Cassette Revivals for the Elderly

MEMORIAL HALL LIBRARY
Andover, MA 01810

Contact person: Samuel Simons, Reference Staff
Amount of grant: $2,250

OBJECTIVE

To provide an additional service to the elderly in our region by making available to them cassettes of old radio shows.

PROJECT DESCRIPTION

Recently this library was chosen as the depository for a collection of five hundred reel-to-reel tapes of old radio shows with an additional five hundred reels at our disposal, but not on our premises. To preserve the master tapes and allow people to use the material on equipment they can operate more easily, we have transferred selected programs from these tapes onto cassettes.

We feel that this gold mine of historical radio shows such as Jack Benny, Amos 'n Andy, Edgar Bergen and Charlie McCarthy, The Lux Radio Theater and Suspense would add a new dimension to the lives of the elderly. The nostalgia and memories of days gone by could be brought to life by hearing these familiar voices from the past, and this program seemed ideally suited for this objective.

For the purposes of this project we purchased a cassette deck, a reel-to-reel four-track tapedeck, a pair of earphones, five cassette players and three hundred blank cassettes. A skilled high school student has been paid to record the cassette material. Mr. Simons of our reference staff has been in charge of selecting radio shows, monitoring the final versions, cataloging, labeling, and filing. There is a shelf list in the library which notes the number of the original tape so that, in case of loss or damage, the tapes can again be transcribed onto cassettes.

Beginning late in 1975 when our collection was reasonably large, Memorial Hall Library began contacting nursing homes informing them of the program. A member of the library staff went to the nursing homes to explain the purpose of the project. Several local newspapers wrote articles and took pictures and the resulting publicity helped increase interest in the Andover area.

Our normal procedure has been to lend a cassette player and one dozen cassettes to a home for the elderly and then to exchange the cassettes every four or five weeks. Eleven types of shows are included in the package--mystery, variety, comedy, drama, and news. Thus a good cross section of radio cassettes is always available.

EVALUATION

The favorable response to this program from the various nursing homes has been gratifying and has exceeded our expectations.

It would appear from our evaluation questionnaires that comedy and mystery programs have been the most popular, while drama appeared to be least liked. The reaction to the latter type is perhaps indicative of the shorter attention span characteristic of many elderly people. It is interesing to note that sometimes the cassettes were used in large groups, but very often individuals would take them into their rooms and listen in privacy.

We feel that this program should continue and be expanded as we enlarge our collection. In the not-too-distant future it should be feasible to take advantage of our position as a subregional library and lend the cassettes not only to our patrons but to those twenty-seven libraries included in the Andover subregion. Old-time radio shows are extremely popular with middle-aged people who remember them well and with a surprisingly large number of the younger generation. It is our feeling that this type of program should be made available to all our borrowers.

LSCA

Preschool Program for Spanish-speaking Children

ATTLEBORO PUBLIC LIBRARY
74 N. Main Street
Attleboro, MA 02703

Contact person: Rowell L. Waller, Head Librarian
Amount of grant: $5,400

OBJECTIVES

The principle objective of our program was to create a bilingual atmosphere for the four-year-old pre-kindergarten Spanish-speaking child that would help bridge the cultural gap by encouraging the child to cross the language barriers before kindergarten. Summarized as follows the specific goals were: development of self-expression; development of fine and gross motor skills; teaching the child to use basic tools such as crayons and scissors; teaching the basic concepts such as colors and shapes; familiarizing the child with a variety of experiences through stories, crafts, and other activities. Toward the end of the program, some attention would be given to teaching the sounds of the alphabet, and letter and number recognition.

PROJECT DESCRIPTION

The library was one of the first city departments to recognize the growing needs of the Spanish-speaking citizens of Attleboro. Most of the more than 1,000 Spanish came from Puerto Rico, others from Guatemala, Costa Rica, and Venezuela. The total population was increasing by about fifty per year (net). The library had been sponsoring a weekly radio program, Su Voz Amiga (Your Friendly Voice), since December 1973, with an Argentinean lady acting as hostess. The library felt that it could further assist the Spanish-speaking by providing a preschool program for Spanish-speaking children. A certified teacher from Argentina was hired to be the head teacher; her assistant was a bilingual high school graduate. The morning sessions which began in October, were first held twice a week for two hours and then eventually four mornings a week for a total of eight hours weekly. The "school" followed the Attleboro school year. There were generally ten to thirteen children present, coming not only from Attleboro but also from neighboring Rehoboth. There was sharing of transportation although most lived within walking distance since the Spanish have settled in the neighborhood directly opposite the Recreation Department.

The size of the room, approximately 18'x21', was adequate to accomodate two work tables, chairs, desk, record player, play materials, etc. There was a new orange carpet and the room had new paint, lighting, and supplemental heat. Special materials purchased were: games, puzzles, viewmasters, educational toys, picture books, filmstrips, tapes, flannel and chalk boards, and other kindergarten materials such as paper, paste, scissors, and manipulative books.

A typical day was as follows: first, a period of free play with blocks, logs, rubber mosaics, and other educational toys, and then a story or conversation period. During visits to the washroom there was a free period spent at the model of a supermarket or taking turns on the slide. The rest of the time was spent on different activities each day: drawing, cutting and pasting pictures, music and singing and games and gym at Richardson School which is next door to the Recreation Department. In the spring there were visits to Roger Williams Park in Providence and to a private local farm. They provided the children with the opportunity of getting acquainted with nature, plants, and animals after talking about them in class. It was a full and varied program.

EVALUATION

At the onset of the program, the Attleboro Public Schools Curriculum Coordinator had agreed to provide tests used by the school department for pre-kindergarteners. This was the Developmental Test of Visual-Motor Integration by Keith E. Beery. The first tests were given to the 13 children during October 1975 by our Spanish teacher and her assistant and forwarded to the school department to be graded. The highest possible score was 60. The mean for English-speaking students in Attleboro was 30. Our Spanish preschoolers scored an average of 23.7, but a majority scored in the bottom 20%. High scores by two students increased the mean. The school department found the scores consistent with the scores of five-year-old Spanish children entering kindergarten. The same test was given to the children in March 1976 and the results were gratifyingly higher. There was at least a 13% increase in every score. One child gained a dramatic 60%. Dr. Alan Dyl, Attleboro School Psychologist, who evaluated the tests, said, "These children appear to have made a great deal of progress as measured by the screening tests. This seems to be a very worthwhile program."

During the past year the Attleboro Public School kindergarten teacher (herself a person of Spanish descent) kept in close contact with the development of our children. During the '76-'77 academic year she will further observe our children as often as possible. A further follow-up test will be given to our "students" as they progress in kindergarten and are compared with those of Spanish-speaking children who did not attend the program.

In the area of development of self-expression there was marked improvement. The children did go through a period of adjustment to "school" rules and activities. They became used to playing and working in a group, learned to help each other, and to respect other people's rights. More important they were ready to like school as a place of fun, as well as a place to learn. They were ready to keep on learning beginning with the first day of kindergarten in September.

LSCA

Reaching Non-reading Children With Audio-visual Materials

CAMBRIDGE PUBLIC LIBRARY
449 Broadway
Cambridge, MA 02138

Contact person: Judy Matz, Coordinator of Children's Services
Amount of grant: $12,000

OBJECTIVES

To extend library services to children who are unable to use print materials successfully due to learning disability, language problems, or cultural differences. Specifically:

1) to locate materials to be used with children who cannot or will not use traditional print format.
2) to provide materials to be used and mastered by children, furnishing the opportunity for successful learning experience.
3) to enable branch children's librarians to help prepare preschool children for learning readiness by providing enjoyable and relevant learning experiences.

PROJECT DESCRIPTION

The project locations are two branch libraries of the Cambridge Public Library System: East Branch Library and Field Branch Library. These libraries were chosen as target sites because of the socio-economic level of neighborhoods they serve and because of a concentration of residents of foreign origin in these neighborhoods. Both factors create the need for alternative materials of informational and recreational nature in these areas.

Each library has received audio-visual equipment and collections of software suitable for children from preschool through elementary school grades. Equipment was selected to provide a supplementary dimension to previously existing programs such as puppetry, drama, story hours, and film showings. The project has allowed children's librarians at the two branches to expand book related activities for children by using a variety of media at various levels.

With the new projectors and software, the children's librarians were able to serve the children in the neighborhood on an outreach basis during the cold winter months when taking large groups of children on trips is particularly unpleasant and difficult. Film and filmstrip programs were scheduled weekly at day care centers, Headstart programs, and schools in the immediate neighborhood, and one after-school program in a housing project at the other end of the city. This outreach program ended in the spring, but the effect of regular programming on these centers was that the children had come to rely on the library as a local source of "entertainment," and they began to visit the library.

Community groups now borrowing materials include: East End House, Community Schools, Kirkland Nursery, Visiting Nurses Association, Women's Community Health Center, the elementary schools in the area, and Children's Day Care Center.

EVALUATION

Audio-visual material and realia collections have provided a successful mode of involvement in the library to children who are not comfortable with printed materials. Children have acquired the technical ability necessary to operate audio and projection equipment. In many non-readers, these skills have developed a sense of self-sufficiency and an ability to share information with others.

Children's librarians have observed a regular pattern by which a child will become interested in a piece of equipment, learn the operating skills, teach these skills to other children, and actually assemble programs for small groups in the library. This process has resulted in tape recordings of monster sagas, sound effects, careers, current events, and these have become part of the library's circulating collection. Children have organized film programs, puppet shows, filmstrip presentations--library programs by children for children. These experiences have provided the non-reader with the opportunity to become involved dynamically in the informational and recreational functions of his library.

Library staff members have also noted the effectiveness of integrating use of printed matter with the use of media materials. A non-reading child may logically progress from use of a variety of media to the printed word via a shift in motivational process. His interest and excitement become topic-centered and lead him to explore all sources including the traditional book format.

LSCA

Library Services to the Elderly and Homebound

FALMOUTH PUBLIC LIBRARY
Main Street
Falmouth, MA 02540

Contact person: Mary Kelleher
Amount of grant: $6,980

OBJECTIVES

To sponsor increased participation of senior citizens in library services, to acquire an understanding of the needs of this rapidly increasing population in Falmouth, and to provide resources that meet the special needs of this group.

PROJECT DESCRIPTION

The project has primarily involved senior citizens, but has also attempted to include other somewhat isolated individuals, for example, those in a local alcoholic half-way house. The library staff has worked closely with other community groups serving senior citizens such as the Falmouth Nursing Home, the United Church Apartments (retirement housing), the Senior Citizen Drop-In Center, the Cape Cod Alcoholism Intervention and Rehabilitation Unit, and the local chapter of the American Association of Retired Persons (AARP).

In order to provide usable materials, we made a substantial investment in large-print books. The Falmouth library now has an extensive, almost complete listing of large-print titles. The library also subscribes to large-print crossword puzzles and to many adult titles for those with learning disabilities. Publicity of our large-print materials has appeared in the local newspapers and a large and prominent area is allotted in the library for this collection.

Another significant resource purchased by the library is the duplicating machine. The library has made increasing use of the machine to produce listings of large-print books in both large type and regular print, distributing these to nursing homes and shut-ins, and a booklist on alcoholism has been produced from titles recommended by the director of the Cape Cod Alcoholism Intervention and Rehabilitation Unit. The AARP also uses the machine regularly for its organizational newsletter and forms. Cassettes have also been made available for the first time, and super-8 and 8mm films as well as materials for producing slide presentations have made it possible for the library to produce its own programming. Programs on the library (since adult tours of the library were suggested in a recent questionnaire conducted by the library), as well as slides on historic landmarks are planned.

The grant was also shared among various community organizations. A major project was the development of deposit centers at the Senior Citizens Drop-in Center, and at Emerson House (an alcoholism half-way house). Choice of titles were left to the respective directors of these centers and reflect their members' needs. The Drop-In Center preferred craft books such as woodcarving and oil painting, while Emerson House showed interest in nutrition, gardening, and needle crafts. The groups involved showed enthusiasm for the project and established communication of mutual interests. For example, the Senior Center recently displayed their paintings and woodcarvings at the library. One painting was an impressive first attempt by a ninety-year-old!

The second major project involving outside agencies was the film showings. A listing of the films involved reflects the considerable effort given to this area. Here again the individuality and interests of various groups were significantly different. A film shown at the nursing home must be relatively short because restrictions of wheelchairs and patients' attention-span are significant factors. Travel films quickly proved to be most satisfactory to this audience, and I was told the ladies often discussed the films weeks after they were shown. Also films with music were highly popular, "The Sound of Music" receiving a most appreciative response.

The retirement community selected films from the Eastern Public Library Regional System's catalog and commercial catalogs. Longer feature films were in demand with light and sentimental titles favored. Average audiences were 50-75 at the United Church Apartments and 25-30 at the Falmouth Nursing Home. Films shown include such titles as: Music Man, Lion in Winter, I Remember Mama, Brief Encounter. Also presented were brief films produced by a local student for the retirement home; Times to Remember (a Rose Kennedy interview); and several Walt Disney Travel Films for the nursing home.

Another area that remains largely untapped but which the library has made commitments to expand is the book mailing service. Currently, book mailing is used by the Homebound Librarian to send requested titles and reserved books to patrons between visits. Booklists and duplication of monthly book purchases augment this service.

EVALUATION

We found that senior citizens do not represent a homogeneous group. Their needs, situations, capacities, and interests vary widely. The individuality of a nursing home patient and his/her interests are quite different from a person living in a retirement community or participating in the American Association of Retired Persons or the Senior Drop-In Center. Their common denominator, if any, is that they represent a highly appreciative audience, quite willing to contribute to the planning of any programs.

The project has in general developed a responsiveness of the library to senior citizens and other isolated groups of the town. The library has become a more active advocate of such groups as Senior Citizens, the American Association for Retired Persons, and the Cape Cod Alcoholism Intervention and Rehabilitation Unit. Homebound services and nursing home visits were supplemented. The library has in effect made a substantial commitment to serving senior citizens through this grant and future continued involvement is anticipated.

LSCA

Serving People With Special Learning Needs

FITCHBURG PUBLIC LIBRARY
610 Main Street
Fitchburg, MA 01420

Contact person: Elizabeth Watson/Brenda Durrin Maloney
Amount of grant: $9,390

OBJECTIVES

1) to increase use of library by three groups of people with special needs--the mentally handicapped adult, children with learning disabilities and their parents, and the unemployed or those seeking education for job retraining.
2) to make the library an interesting and desirable place for children with learning disabilities.
3) to provide information on education opportunities related to local employment openings.
4) to make the library staff better prepared to work with people with special needs.
5) to improve the educational and cultural resources for mentally handicapped adults and children with learning disabilities.

PROJECT DESCRIPTION

The Garden Room of the Fitchburg Youth Library is taking on yet another new look. Three years ago it was brought up to date with the addition of carpeting and some electrified carrels and became known as the Learning Center...the place where A/V licensing goes on, the place for stories, films, music and fun! Now the Garden Room/Learning Center is becoming a place where children and adults with special learning needs can have fun and learn too. The latest change has been brought about mainly through: a) the acquisition of new materials, b) the institution of new programs and c) the reorganization of an already existing space.

Our first step was to call upon some area specialist in learning disabilities and special education to form our Advisory Committee. Included on the committee were the Chairman of the Special Education Department at Fitchburg State College, the head of the Special Education Division of the public school system, a learning disabilities teacher, two representatives from the Association for Retarded Citizens, parents of children with learning disabilities, and others from the community. They were able not only to suggest specific materials which they found successful, but to put us in touch with producers of special materials. They also agreed to evaluate materials which we obtained in a first round of ordering, and suggested a consultant who could help us to be better able to evaluate our project.

Materials

With the help of the acquisitions department, we began obtaining catalogs, and after visiting Dianne Farrel, Children's Consultant for the Eastern Massachusetts Regional Library System, the Medford Public Library Instructional Materials Center, and the Association for Children with Learning Disabilities conference, we composed our initial orders. Materials ordered consisted of books, pamphlets, records, audio tapes, filmstrips, games, puzzles, puppets, devices such as lighted magnifiers and speech masks, and a few pieces of back-up equipment such as tape players and a filmstrip viewer. The new materials will be shelved according to the learning problem which they are designed to remedy. We've collected a lot of data on various ways of organizing collections for "Special People" and of organizing games and toys. After considerable thought, we have developed a system which is based on Dewey and uses Sears-like subject headings. Components of the system include: special location labels, picture index cards with patron comments, and a book catalog as well as cards in both the juvenile and adult card catalogs.

Programs

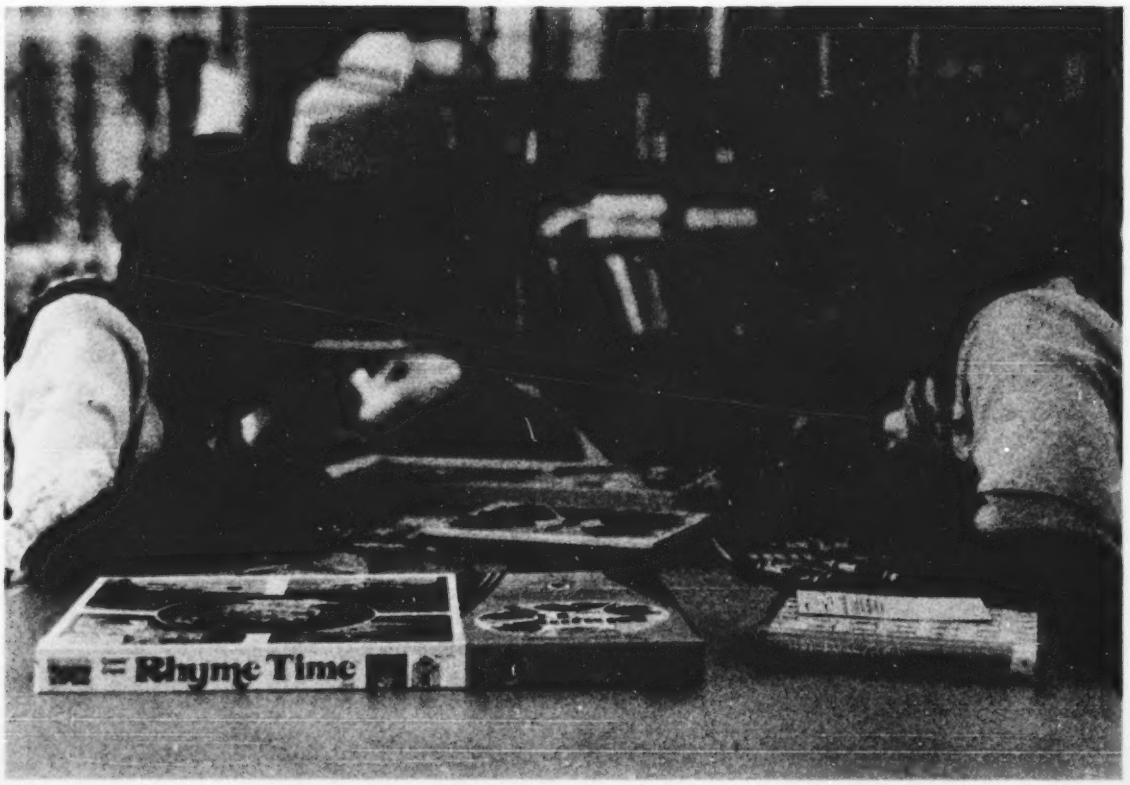
We're working on a weekly basis with ten clients of the Fitchburg-Leominster Area Work Rehabilitation Center, a sheltered workshop for mentally retarded adults located about fifty feet from our door. Our friends from the Center, Ruth Karen, Lori, Jim, Bruce, Raymond, Joe Robin, Sabrina and Harry together with their counselor Diane have helped us process materials by stamping, counting, and labeling. As we've worked together, they have learned about the library and are now regular users as well as workers. They are anxious for the time when they can take home some of the materials which they have worked on.

Workshops for staff members in the library are in the works for mid-October through November, led by personnel from the work/rehab center and the local mental health unit. Story hours for children in grades K-2 who have diagnosed learning disabilities are scheduled to begin October 20. We have already begun working with some of these children this past summer as a result of a letter sent to the learning disabilities teachers in the local schools and to the parents of their students. Parents have come in to talk about the new materials and to be issued a "learning center" card which will permit them to borrow materials during the evaluation period. They will help to evaluate the materials from a usefulness point of view. The story hours for younger children will be followed by story hours and A/V licensing sessions for older children with learning disabilities. We have become involved with a local state and federally funded program aimed at total career education (from grade 1 through continuing education) which is establishing a resource center to be used by the community for information on jobs, job training, educational requirements, etc. Project Montachusett Redesign may establish their resource center in the library or in conjunction with the library in their own building.

EVALUATION

Our evaluation instruments consist of : Form 1--used by persons evaluating materials; Form 2--to be used by parents to indicate their opinions of the usefulness of the material; Form 3--to be used as part of the evaluation of objectives 1, 2, and 3; Form 4--will be sent to teachers of students with

learning disabilities to determine any changes in child's behavior as a result of story hour attendance. At this point, only instrument 1 has been used; the others are to be put into use beginning in the fall. As far as general observation goes, this project has engendered interest from parents, learning disability tutors, special education teachers but also expected groups such as the Grange which has just given us $150.00 to purchase some additional materials and the Quota Club which has also given funds for more materials for the deaf. In terms of our own staff, this has been a challenging assignment--interesting, definitely a learning experience--and without question a valuable one.



Fitchburg Public Library: The learning center includes materials for children with learning disabilities and other special needs.

LSCA

Outreach Service to the Community

HAVERHILL PUBLIC LIBRARY
99 Main Street
Haverhill, MA 01830

Contact person: Malcolm K. Hill
Amount of grant: $16,608

OBJECTIVES

1) to increase community awareness of library services and the services of other community agencies, especially but not exclusively among Haverhill's Spanish-speaking and elderly residents.
2) to encourage reticent members of the community to make fuller use of the library by a) actively encouraging wider use of the library's present facilities and b) bringing information into the community for use of those who would not otherwise take advantage of library services.

PROJECT DESCRIPTION

The bulk of the money received was used to pay a Community Services Librarian, who was freed from all scheduling commitments. He was thus able to respond to individual requests for materials and information, traveling about the city as needed. He also had extensive contact with nursing homes and leaders of the Spanish community and was able to educate many residents to the services of the library.

In February, after lengthy discussions with Ms. Mary Markham of the Massachusetts Division of Employment Security (DES) in Haverhill and Ray Vines of the Welfare Incentive (WIN) program, the library and the DES initiated a cooperative "Job Bank" project. The library purchased a GAF 7700 microfiche reader with LSCA funds. The DES provides the library with its job lists on computer print-out microfiche. There are three categories of fiche; one contains a list of jobs available throughout the state, and another lists professional positions available.

Patrons who find job vacancies merely have to take a short walk to the employment office, where the employment counselor will call the employer to arrange a job interview. Or the patron may be referred to an appropriate office for career counseling.

Another part of this cooperative venture is the extensive pamphlet collection provided by the DES. There are several different types of literature, some about career opportunities, employment applications, and Manpower training programs and others about unemployment rights and benefits. The DES resupplies the stock upon request.

The library has also prepared a bibliography of literature on unemployment. It is made up of several types of books, such as career encyclopedias, guides to technical training, resume handbooks, occupational dictionaries, civil service test preparation handbooks, and audio-filmstrips. In order to provide better service to the visually handicapped, one thousand dollars worth of large-print books were purchased. We should have bought more; they are seldom in the library. A standing order for new large-print materials was set up with G.K. Hall and Company of Boston. For the recent immigrant, another thousand dollars was spent on Spanish and some Greek language books, emphasizing practical subject matter. A considerable number of filmstrips, cassettes, and other records in English and foreign languages was also purchased.

A calendar of events for Haverhill has been compiled each week and published in two local newspapers. It includes information about social events, government meetings, public forums, art exhibits, etc. This proved so popular that the column was becoming unwieldy by late spring!

EVALUATION

We never feel that as many people use the library as should. The Community Services Librarian sparked interest in areas where before there was great apathy. Although he is no longer with the library, we still have the personal contacts, the services, and the materials provided by the grant. We are still only scratching the surface, but we now have a solid foundation of community service on which to build.

LSCA

Resource Center for Students With Special Needs

TOWN LIBRARY
Lancaster, MA 01523

Contact person: Grace Comes or Marge Fischer
Amount of grant: $5,000

OBJECTIVES

1) to develop the Lancaster Town Library as a resource center for instructional materials that can be used by the parents and tutors of children with learning disabilities or other special needs.
2) to provide special needs students (K through 12) with resources that will assist in self-education and self-help.
3) to provide materials and related equipment which can be used by the special needs child in a family setting at home.
4) to provide materials, information, and programs on learning disabilities for interested persons.
5) to involve personnel from local special programs/schools, parents, and other interested persons in the development and implementation of this project.

PROJECT DESCRIPTION

In order to implement our objectives, the library cleared and set aside an alcove for the display and storage of specialized learning disabilities materials and audio-visual equipment. A shelf is devoted to background reading for parents and tutors--books and pamphlets to increase their understanding of the problem and ways of dealing with it.

As soon as the project was undertaken, direct personal consultation began and has continued with school professionals involved with special needs and learning disabilities students. On the basis of these valuable professional consultations, our budget was expended, roughly, as follows:

50% for audio-visual equipment and storage facilities
25% for books, software, and processing supplies
25% for educational games and puzzles selected to develop specific skills (visual, auditory, motor, oral, conceptual)

Everything selected was chosen not only with an eye to its user appeal but also its durability and simplicity. Puzzles, games, and other multi-component items have been packaged in strong plastic snap-top bags for ease of transportation and use. Cards and work sheets have been laminated so they may be wiped clean and re-used. In some cases, plastic wipe-clean overlay pages were purchased for use with work books.

In discussing practical procedures and preparing materials, including equipment, for circulation, we consulted others who have had experience in similar projects. Among those who have been helpful were Elizabeth Watson and the staff of the Fitchburg Youth Library. In many instances we found that we were able to adapt to our own use some of the procedures they found to be most workable.

Color-coded catalog cards were purchased for these materials so that patrons can locate them readily in the general catalog. A classified bibliography of both print and non-print materials has been prepared. It will be visible and available here for patrons to consult. It also will be in the hands of all school administrators and learning disability teachers in area schools so that they may direct students and their parents to these resources. The bibliography is organized so that it is easy for a user to locate materials relating to a particular disability or reinforcing a particular skill.

The library is setting up a file of agencies, information centers, materials sources, speakers, etc., to which individuals and groups may be referred.

Public Relations

Announcements have been made through the press and radio. Word-of-mouth publicity was begun in the very beginning and has been kept up through the summer months. An opening date for the resource center to become fully operational has been set, with town officials, school learning disability personnel, tutors, parents, and others concerned with special needs students invited to attend.

Lancaster Town Library: The resource center provides instructional materials for parents and tutors of children with learning disabilities.

Area schools have been extremely cooperative in getting the word to parents about our project and making it known that everything the library has purchased will circulate for home use.

The library has become a full institutional member of the Massachusetts Association for Children with Learning Disabilities (MACLD). This will keep us current on all literature distributed by this organization and make our staff eligible to attend MACLD workshops. MACLD also will be a source of speakers for future programs.

EVALUATION

Our special collection was not fully operational until November 1, 1976, but the reaction of those who have previewed the materials is so favorable that we have every reason to believe that the program will be successful.

A student-teacher working with an eleven-year-old boy reading on the first

grade level in the bilingual program found the Tutorette audiocard program "very worthwhile." The learning disability teacher in the Lancaster Middle School found the choice of materials "excellent," especially the reading improvement programs. Tutors working with individual students with specific weaknesses find that the children respond well to the games and puzzles aimed at developing particular skills.

Many of the materials were purchased on the recommendation of specialists working in the field of special education. Among those who made suggestions and who look forward to using our materials were staff members from the Perkins School, Kennedy Action Corps, Protestant Guild for the Blind, as well as learning disability teachers from local public and parochial schools. Several parents already have been referred to us by the school psychologist.

Forms for parent-user comments have been included in materials to be charged out and we plan to pay close attention to lay reactions when parents have had an opportunity to evaluate the home-use experience. Many of them do not have access to any other specialized materials.

We look forward to a year of increased usefulness to the community and hope that some permanent valuable directions have been established. It is already apparent that new channels of communication have been opened.

LSCA

Resource Center for Children With Special Needs

LYNNFIELD PUBLIC LIBRARY
18 Summer Street
Lynnfield, MA 01940

Contact person: Sandra Hardy, Director of Children's Services and Project Director
Amount of grant: $18,800

OBJECTIVES

To provide library services for children with special needs by
1) establishing an area within the library for special materials,
2) providing a collection of books designed for children with reading difficulties arising from a broad range of learning disabilities,
3) providing audiovisual materials and games designed for children with perceptual weaknesses, and
4) serving as a meeting place and resource center for parents and professionals who are concerned with educational resources, instructional practices, materials, and programs relative to children with special needs.

PROJECT DESCRIPTION

Several years ago, as it became apparent that special needs children mainstreamed into public school classrooms should have their needs met by the public library as well, a working liaison was established with members of the local chapter of the Massachusetts Association for Children with Learning Disabilities. Later contact was made with local Chapter 766 Study Committees, Lynn Mental Health, and Lynnfield's Department of Special Education with its Parent Communication Organization. These relationships proved extremely helpful in that the Library's Director of Children's Services was able to base her LSCA project proposal upon the realities of parental concerns and demands, and professional estimates of the kinds of materials a resource center for special needs children should house.

Lynnfield's Coordinator of Special Education agreed to serve in an advisory capacity; she and her staff of generic teachers worked with the library Project Director to identify specific materials (books, games, audiovisual materials) which: 1) would meet the needs of children pre-school to junior high with perceptual learning problems and handicaps, 2) could be easily and correctly used by the parent/tutor (i.e. materials not requiring a professional expertise in diagnosis, prescription, and remediation) and, 3) would be appropriate for library circulation (could be packaged and processed for home use).

Because "special" materials are often delicate, consumable, made up of many small pieces or parts, packaged for classroom rather than library needs, expensive and sophisticated, the ordering process involved much time and study. Care was taken to avoid the pitfalls of buying materials which could not withstand circulation; classroom sets which could not effectively be repackaged for individual use; materials which have as an integral part of their design diagnostic tests which require professional administration (and should not be interpreted by the lay-parent or librarian); and audiovisual hardware so sophisticated as to discourage the parent and invite abuse of the machinery as well as the library staff. Funds were expended for the following purposes:

Shelving and furnishing--including storage and display facilities, media bags, and boxes.

Adult books--including those on the psychology of exceptionality, care of children with special needs, educational principles and practices, as well as subscriptions to several major journals.

Children's books--including those designed to teach pre-reading skills and letter, word, and phrase recognition; high interest-low vocabulary books; and in general, books designed to motivate and encourage the non-reader.

Audiovisual hardware--including Auto-Vance Sound Filmstrip Projectors with headsets, cassette player-recorders with headsets, and a filmloop projector, all for circulation with software; and a Mathiputer (teaching machine for basic operations in arithmetic) and Language Master (teaching machine for language arts skills) for use in the library.

Audiovisual software--including filmstrip, sound filmstrip and cassette recordings of books; sound filmstrips and filmloops designed to provide exercises in the development of perceptual skills such as visual and auditory discrimination; records encouraging the development of creative movement, fine and gross motor skills, auditory skills, rhythm and music appreciation, and communication skills.

Learning toys and games--including puzzles, games, puppets, manipulative materials designed to provide learning experiences through visual, auditory, and kinesthetic channels.

All materials were ready for circulation by mid-November 1976, and with that date in mind full publicity was scheduled for early November. Special interest groups, close to the project since its beginning, are already very much aware of its progress, and workshops for parent groups have been held. Additionally, workshops are planned for teachers and librarians in Lynnfield and surrounding communities (invited to use the Lynnfield collection as a resource for materials unavailable locally). These workshops, as well as outside speaking engagements before interested groups, will be conducted jointly by the School Coordinator of Special Education and the Library's Project

Director. While the Center's collection is parent-child oriented, and its materials are intended for home use, every effort will be made to maintain a working relationship with teachers who will include the Center's materials in written education prescriptions, and with librarians who will assist parents in selecting and using materials.

EVALUATION

Since it is too early to measure the project's effectiveness by circulation statistics and user-feedback, we look for other indications of its success and its potential. Teachers and parents have previewed some materials and are very excited to recommend it and to use it. The Friends of the Library have made a financial commitment to help maintain the collection with a yearly gift to supplement the regular budget. Two parent organizations have agreed to train under the Project Director and the School Coordinator of Special Education, and eventually staff the Center on a voluntary basis one or two afternoons a week. The Center has already become a meeting place for a 766 Study Committee (designed by Lynn Mental Health), and as a result is already attracting speakers, parents, and professionals from a number of communities. The indication is that a rapport has been established between the library and the community, that the library is providing a vital service to parents who have a new and excited interest in library services available to their special needs children, and that the Learning Center is becoming a forum for a parent-professional exchange of ideas and information.

It is particularly satisfying to note the extent to which the public schools and the public library have pooled human resources in implementing this project. We have committed ourselves to a concept of instructing parents in the use of special materials, so that in one year we will be able to report not only that the material is being used, but that it is being used correctly by its intended audience. With this goal in mind, teachers are currently working with the Project Director to thoroughly familiarize themselves with the materials they will include in their educational prescriptions, and to produce an annotated bibliography of the Center's holdings, complete with introductory and explanatory material written by specialists in various areas. On November 17, the bibliography as well as the materials and the program, was presented in an evening workshop to which parents, teachers, and librarians from Lynnfield and surrounding communities are invited.

LSCA

Community Activity Center

FAULKNER BRANCH LIBRARY
313 Cross Street
Malden, MA 02148

Contact person: Gloria Schnitzer
Amount of grant: $5,000.00

OBJECTIVES

To provide more activities and services for children of preschool age through grade 6 who reside in a depressed area. Our intent was two-fold: to provide films, arts and crafts, puzzles for continual use in the library; to provide records and puzzles for circulation.

PROJECT DESCRIPTION

Faulkner Branch Library is located in a neighborhood filled with low income housing projects, minorities, and housing projects for the elderly. The library is in Lincoln School, a complex housing Lincoln Elementary School and Lincoln Junior High School. Only three streets away is Daniels Elementary School.

During the planning stage several sources were consulted: the guidance counselor, Lincoln Elementary School; children's librarians in Malden, Revere, and Medford, and, Diane Farrell, Eastern Regional Public Library System Consultant for Children's Services. We twice visited her in Charlestown, where she spent many hours displaying educational toys and games. She was a fine resource person, and provided us with a mountain of catalogs, which were used to advantage when ordering materials and equipment.

After we had acquired the necessary materials and equipment and planned the programs, we publicized them in the local newspaper, and I visited all classes in the Lincoln and Daniels schools to discuss and distribute program booklets and display materials. Along with this distribution, a flyer was sent home to parents and Lincoln Junior High students seeking volunteers. This proved fruitful, and we had many volunteers for film and crafts programs. Visits to PTA groups at both schools provided a good opportunity to promote the program and show materials.

Programs--preschool

A weekly Story Time-Play Time was held Thursday mornings from 10:00-11:30 with 25 children enrolled. The story hour format was used, but enriched with the use of educational toys, games, rhythm band, flannel board sets, puppetry, and arts and crafts. Lois Kierstead from the main

library assisted with the program. We started setting up the room about an hour early. The children wore tags with name, age, and birthday.

The program began with Story Hour, finger games, birthday celebrations, and Show and Tell, which became livelier with passing weeks as the quieter children gained more confidence. After Story Hour, we gathered about the flannel board and used a "Dressing for the Weather" kit. Then, to the tables for arts and crafts. As the tables were cleared after crafts, we went to the other end of the room for songs, games, rhythm band. After this, we set up the educational toys and games, puzzles, large wooden blocks, xylopipes, all on tables and the floor, and the children had free play time until their parents arrived. In addition, we used puppets and puppet playmates, flannel board sets such as opposites, numbers and letters, along with large wooden letters and numbers.

Initially, we had two volunteer mothers, one of whom also typed and mimeographed the songs and finger games we were using. Then, we were without help several weeks, until we were able to draw upon the corps of ninth grade girls serving as school aides. Four girls were assigned to us by the Lincoln Junior High School guidance counselor.

Programs--Grades 3-6

Programs were scheduled every Thursday afternoon from 2:30-3:30. Film programs alternated with arts and crafts. This age group was enthusiastic, appreciative, and quite independent. Arts and crafts were very popular and attended by as many boys as girls.

They worked with papier mache, clay, poster paints, made Halloween masks and decorations, Thanksgiving cornucopias, Christmas and Chanukah gifts and decorations. Crafts continued throughout fall and winter. Film programs continued through the end of May.

It was a particular joy to work with this group. They held a surprise party for me, replete with two large bottles of Coke and one hundred bags of potato chips, which I persuaded them to eat at home. It was a touching moment in a spirited, busy year.

Programs-Kindergarten-Grade 2

Programs were held Tuesday afternoons from 2:30-3:00. Film programs alternated with arts and crafts. Things were off to a bumpy start when, during the first film program, in a room filled with mothers and children, the film broke three times and the projector jammed. Somehow we managed to complete the showing. The following week, a very creative mother with a platoon of neighborhood children performing, presented a puppet show "Old Man Biddle" to an audience of over two hundred shouting children. At that moment I realized what I had forgotten to order, a microphone!

This age group loved movies, and eagerly worked with crafts. We had a mother helping at each table, and these children had essentially the same crafts programs as grades 3-6, but geared to their age level. We had wonderful volunteer mothers, and I suspected that if they survived papier mache, we'd have them forever. We lost only one mother to papier mache; since her son wouldn't take his jacket off, it too looked about ready to be popped into the oven and baked. Our most unusual volunteer was a

sprightly, grandmotherly lady, about sixty,who read about the program in the newspaper, and volunteered. She didn't miss a week all year, except for a much needed March vacation in Florida.

EVALUATION

We compiled the following statistics of use during the first year:

Films, attendance September through May	1995
Other Programs (arts and crafts, Story Time-Play-Time, special programs), attendance September through May	1760
Record circulation, October through June	876

In essence, our branch library is providing cultural enrichment with music, films educational materials, and special preschool programs. There is liaison with the schools, parents are directly involved in library activities with and for their children, and children are given a new dimension in the meaning and services of their neighborhood library.

Our future plans are focusing on another group--young adults. We hope to provide more services for them, and, as a beginning, have planned a Young Adult Film Festival to be held next spring.

Faulkner Branch Library: The weekly Story Time-Play Time includes the use of educational toys, games, rhythm band, flannel board sets, puppetry, and arts and crafts.

LSCA

Materials Center for Children With Special Needs

VENTRESS MEMORIAL LIBRARY
2033 Ocean Street
Marshfield, MA 02050

Contact person: Ann Hayden, Children's Librarian
Amount of grant: $3,000.00

OBJECTIVES

The purpose of this project was to expand the scope of the "Special Needs Center" established in fiscal year 74 to include young adults as well as elementary school age children. The objectives of the program are:

1) to serve the education/recreational needs of a sizable group not currently served,
2) to provide extra-curricular help in a non-educational atmosphere,
3) to enable the public library as a community agency to help meet the educational needs of those educationally disadvantaged,
4) to establish the public library as an entry point into the "normal" world,
5) to provide supplementary resources for those young adults with special needs.

PROJECT DESCRIPTION

In fiscal year 74 we purchased AV hardware and software to assist special needs children. As we observed the progress of the "Special Needs Center" for children, we realized that there was a definite need for additional materials for young adults (12-18 years). Toward this end, in fiscal year 75, we added hardware and software suited to the needs of this group. The hardware consisted of four portable cassette recorders, a Bell & Howell Language Master, a Kodak Visualmaker, and a storage unit for the new and previously purchased equipment. The software included tapes and records, filmstrips, and filmloops on a variety of subjects. As with the children's component, most of the material circulates.

There is one key difference between the children's and young adult components of the program that should be noted. The emphasis of the children's program has been to provide materials that assist in the elimination of a disability; the young adult emphasis is to provide materials that enhance the learning disabled young adult's access to library materials for education and recreation. The young adult component is ameliorative rather than corrective.

We purchased four cassette recorders in order to record reading material which is too difficult for the individual to read but which is understandable in spoken form. For example, a boy of twelve who joins the Boy Scouts may not

be able, because of a reading difficulty, to memorize from print a set of rules. These rules can be put on a tape which he can replay as often as he needs. To a limited extent, library staff have recorded and will record brief passages of printed material. Volunteers from the community are also being interviewed as potential readers for the program. Volunteers must possess a pleasant voice and above all, excellent reading ability. We feel it is essential that the recipient of the recorded material receive the benefit of listening to someone with first-rate reading skills. Finally, we hope to tap the high school public speaking classes as a resource for readers of assignment related material.

With the Kodak Visualmaker, the library can produce slide presentations on topics where no commercial media are available. These areas generally include local history, government, and conservation efforts.

The Bell and Howell Language Master, a self-pacing teaching machine, also circulates to the public. We have purchased a complete phonics program as well as erasable blank cards which can be used for the development of individual learning tailored programs. The Language Master develops both oral and visual skills. It requires little supervision and can be completely operated by the learner.

The new software allows the library to offer supplementary resources for those young adults with special needs during their school careers and later to enable them to use the public library for educational, recreational needs as adult members of the community. These resources cover a wide variety of subjects including literature, history, the social sciences and pertinent information on health and hygiene for the teen-age years.

The most important activity focuses on getting the target population to use the materials purchased. Special needs young adults are especially difficult to identify and involve in the use of the program resources. By the time this individual reaches adolescence, he has generally fallen into one of the following categories: 1) He has compensated for the difficulty on his own, 2) He has received help to cope with the difficulty, 3) He has abandoned the idea of working up to full potential. In the first two categories, the young adult, if he uses the library, uses the traditional services with little or no difficulty. The young adult in the third category is almost assuredly a non-user.

To reach the individual in the last category, a vigorous program of outreach activity is necessary. The library, in cooperation with other community institutions must take the initiative to bring the potential user into contact with the program. Cooperation with agencies staffed with personnel trained to recognize the educationally disabled young adult is essential. Referral to the library by these agencies is of great importance for the viability of our program.

The schools are the primary agencies in our community best equipped to perform this referral function. To foster teacher referrals, the library has made extensive efforts to make school personnel aware of our resources. At the opening of the 1976-77 school year we held a workshop for the school's special education personnel. The workshop gave us an opportunity to display our materials and to discuss ways to cooperate in the future. As of this writing, it is too early to analyze the effect of this workshop on the quantity of referrals.

We also will be making a series of visits to the high school and middle schools to explain and promote public library services and to detail the resources for special needs. The library hopes to arrange visits by school classes to the library, in particular, the educable retarded group which has not had an opportunity to do so in previous years.

The library has also enlisted the support of a local social service agency, Project Friend, to direct possible users to the library. Although it has no special education staff member, Project Friend sees a number of students who may benefit from our resources. The Plymouth District Parents Advisory Council of the Office for Children continues the support they have given us since the inception of the program.

As the library staff develops a relationship with this group and becomes more aware of their needs and interests, programs of a more substantive nature can be planned. At this point, programs held in the library could possibly do more harm than good since a program which is not exactly right for these young adults could create an increasingly indifferent attitude towards the public library.

EVALUATION

It is difficult to evaluate the end result of the program at this time since the material has just begun to circulate. By the time much of the material was ordered, previewed, and processed, the 1975-76 school year was coming to a close. Although response from adults who work with these young people has been positive, it will take another six months before any useful survey can be made. We do know that the program is successful with elementary school age children and that now, for the first time, we have a good basic collection of AV materials for older students. If a preliminary survey, to be made in a few months, indicates that the program is not succeeding to the extent we had expected, then our approach must change. The Materials Center is here to stay; we have already been able to replace material and add to the collection from our own budget. Future expansion of the program depends to some degree on the local financial situation. Constant evaluation will be necessary to justify local funding.

LSCA

Italian Cultural Center

NEWTON FREE LIBRARY
414 Centre Street
Newton, MA 02158

Contact person: Virginia A. Tashjian
Amount of grant: $12,500.00

OBJECTIVE

To establish at the Nonantum Branch, a center for the Italian community in Newton in order to help it maintain and sustain the Italian cultural heritage within the American way of life.

By urging Newton children and adults of Italian background to use the Nonantum Branch where regularly scheduled bilingual activities and Italian langauge print and non-print materials are readily available, the Newton Free Library believed it could bridge the gap of understanding and minimize the gap of awareness between the English and Italian cultures.

PROJECT DESCRIPTION

The Newton Free Library established a Center for the Italian Community (Centro di Cultura Italiana) in the Nonantum Branch of the Library to serve as a recreation and study area for Italian speaking persons and for all others interested in Italian language and culture.

In its planning, it involved the Italian community in Nonantum as well as the bilingual department of the public schools. The pocket-area of Italians living near Newton Centre Village in an area called Thompsonville were also involved as were those who resided in the Watertown and Waltham areas immediately adjacent to Nonantum.

The Center provided the following services:

1) print and non-print materials in Italian for circulation and for study within the library; AV equipment including recordings, cassettes, tapes, 8mm and 16mm films were also available.
2) regular programs in Italian and in English on topics of general interest to Italians were scheduled as an ongoing activity.
3) bilingual story hours and activity hours (for example, production of Italian puppet plays with Italian puppets) were scheduled to promote a positive ethnic identity.
4) announcements of events were broadcast in the local press, radio, and TV--and also were made in Italian on local Italian radio programs and in the Italian press.

5) particular community problems identified with the cooperation of the Italian community were highlighted on local Italian radio programs and in the Italian press.
6) films in Italian, demonstrations (for example, Italian cookery) and workshops were scheduled regularly.
7) extensive library cooperation with social agencies and other community groups serving Italians were established.
8) a bilingual branch librarian was hired by the library using local personnel budget funds; other Italian-speaking staff members were used to carry out the project goals and objectives.
9) extensive publicity was undertaken in the media; a bilingual brochure was printed describing the Center and was widely distributed in Greater Boston.

EVALUATION

The enthusiastic response of the Newton-Watertown-Waltham Italian population has proven the project to have been worthwhile. Recognition has come quickly from local Italian agencies who have generously begun to donate sums of money for various ongoing activities such as rental fees for Italian-language films, etc. Proof, too, of the Center's importance has been the increasing number of Italian scholars and journalists who are either phoning or visiting the Center for information.

Statistics of the usage of the Center by Italian-Americans are being maintained by the library staff and show increasing numbers of patrons, although the good will and interest generated obviously cannot be adequately measured.

The staff meets regularly to consider problems and progress; it remains in constant communication with the Italian community leaders and responds to increasing requests for specific programs, needs, etc. The foreign language department of the local schools also has maintained close contact.

The Center will be an added financial problem without federal funds, of course; however, the library will continue to maintain it and will support it to the utmost because of the immeasurable service it is performing daily.

As one eighteen-year-old Italian-American who has been in this country for only thirteen months was overhead to remark to a friend,"...I'll take you to my library; they're very nice there and they understand us!"

Nonantum Branch Library: The Italian Cultural Center circulates print and non-print materials in Italian.

LSCA

Library Lifts Literacy

JACOB EDWARDS MEMORIAL LIBRARY
Main Street
Southbridge, MA 01550

Contact person: Barbara R. King, Head Librarian
Susan L. Enholm, Project Coordinator
Amount of grant: $8,100.00

OBJECTIVES

1) to instruct 25 non-English speakers and/or functionally illiterate adults in reading, speaking, and writing the English language.
2) to recruit and train 25 volunteer tutors capable of instructing on a one-to-one basis.
3) to assist program participants in interpersonal relations at home, on the job, and in the community. Increasing each learner's ability to communicate would have a positive effect on all aspects of their lives.
4) to provide information on educational opportunities available within the community--such as adult basic education programs, citizenship instruction, vocational training, and college programs.
5) to increase among community members an awareness, interest, and respect for minority and disadvantaged persons.
6) to encourage by example, other institutions and industries to establish in-house educational programs.

PROJECT DESCRIPTION

To assure success of the project, the expertise of an established literacy organization was sought. The best known is a national nonprofit educational group, Literacy Volunteers of American, Inc. (LVA), based in Syracuse, New York. The Southbridge program originally titled, Library Lifts Literacy, joined LVA as an affiliate and acquired the name Literacy Volunteers of Southbridge (LVS).

The grant of $8,100 was divided into five areas:

a. salary for a part-time coordinator
b. tutor training materials
c. student instructional aids.
d. audio equipment and cassettes.
e. library materials for a permanent adult resource collection.

Coordinator's duties

The services of a paid part-time coordinator were significant in the success of the first year's program. The coordinator's duties were to:

a. recruit and train volunteer tutors.

b. conduct in-service and follow-up evaluations to insure quality instruction.
c. recruit adult learners within the community; assign participants to trained tutors.
d. establish and maintain contact with minority group representatives, social service agencies, guidance personnel in public schools, and administrators in industry and adult education.
e. evaluate and order materials for students, tutors, and the adult resource collection.
f. develop newsworthy articles and press releases describing LVS activities.

LVA Affiliation

The services of a professional organization such as LVS provided the guidelines needed to create a new adult education program in the Southbridge area. The national group provides each affiliate with professionally designed materials and updates data frequently. LVS received the program format for two tutor training workshops--the Reading Workshop and the English-as-a-Second-Language Workshop. The project coordinator was trained in teaching LVA techniques at a special three-day Leader's Training Workshop.

An intrinsic part of the LVA teaching methods requires a one-to-one ratio of tutor to student. To meet the need for tutors, recruiting and training workshops were conducted throughout the year. Tutors participated in either of the two workshops which averaged twelve to fourteen hours each. Tutors received comprehensive kits of LVA teaching materials which were purchased with grant money.

Resource Materials

Trained tutors selected appropriate texts and workbooks for their individual student. Materials available included: basic reading workbooks, beginning English workbooks, programmed reading with cassettes and workbooks, a cross section of visual aids, and phonics tapes and charts. For the new reader, materials ranged in degree of difficulty from aiding the complete non-reader to the advanced student on a sixth grade level. Materials were also purchased in the areas of driver's education, consumer protection, the legal system, banking and credit, employment, job skills, and citizenship.

The entire adult resource collection is available for use by tutors, students, and patrons of the library. A small collection of texts was purchased covering topics of learning disabilities, reading problems, teaching disadvantaged adults, and techniques in teaching English as a second language.

Description of Students

Students came to the program from varied backgrounds. The majority were new arrivals from Latin America and Europe who sought factory employment in the optical industry located in Southbridge. Others were non-English speakers married to American citizens. Some students were functionally illiterate adults who were born in the United States. Participants were directed to LVS from industry, community service agencies,

churches, and the local media. Acceptance into the program was based on need, interest, and willingness to work with a tutor for two hours per week.

Public Relations

The LVS program used the local news media and radio to recruit tutors, students, and gain community support. Press releases were issued for each tutor training workshop and for special events such as field trips and a Christmas party. Photography coverage was also included whenever appropriate. In addition, the following coverage was given the LVS program:

a. taped radio interview with a reading student which was aired twice.
b. human interest story on a Portuguese couple learning English.
c. coverage of the LVS program with project coordinator and a Korean student.
d. front page feature story in a local Sunday paper on a reading student and tutor.
e. coverage in Wilson's Library Journal, May, 1976. (Article described the benefits of library-based literacy programs and used Southbridge as an example.)
f. an LVS volunteer was nominated and featured as an "Unsung Hero" in a local newspaper.

The literacy program was publicized by display posters in stores, shopping centers, mental health clinics, recreation centers, and industry bulletin boards. We also had announcements printed in church bulletins, company newsletters, etc. Our publicity had a wide base and was very productive in attaining goals.

EVALUATION

The LVS program was and continues to be a success!

An original goal was to attract 25 volunteer tutors and an equal number of adult learners. Within the first four months, LVS had over 35 volunteers trained and matched with students. By June 1976 there were over 40 active tutors, 45 students, and a waiting list of students needing tutors. In the first year more than 60 volunteers were trained and over 55 learners participated in the program for one month or longer

LVS has become a community resource for social service organizations, schools, and industry. The project expands on the small adult basic education effort (ABE) which provides adult education during the evening for seven months a year. Some students participate in both programs; others can only be aided by LVS. (Many students work nights. Others do not have transportation or access to childcare in the evening. Some have negative attitudes toward group learning experiences.)

The literacy program has provided a link between two divergent groups--the literate, educated, middle-class volunteer and the illiterate or non-English

speaker who works primarily as an unskilled laborer. Interpersonal relationships have developed into visits between families, recreational outings, and a genuine concern that each person learn more about the other. The primary interest in tutoring reading or English often supplements the tutor's need to give community service. We have encouraged retirees, businesspersons, college students, and others to share their skills by tutoring others.

LVS has become an integral part of the library function. Because the Southbridge library is open 63 hours a week (including 2 hours on Sunday), it is a natural education center. Many of our students discovered the library as a place to learn through LVS. Previously many reasoned that the library was only useful if one could read. LVS has changed many attitudes and helped many people in the last year.

LSCA

Reaching Out to the Elderly in Tewksbury

HAROLD J. PATTEN PUBLIC LIBRARY
Town Hall Avenue
Tewksbury, MA 01876

Contact person: Elisabeth Desmarais, Director
Amount of grant: $2,500.00

OBJECTIVE

The main objective of this project has been to extend library services to those elderly persons in the community who do not fully utilize the services of the public library. The main thrust of the project, as it has evolved, has been to provide on-site services to senior citizens who were unable and/or unwilling to come to the library in person.

PROJECT DESCRIPTION

The two most important features of the project have been the delivery of book collections to specified locations and the providing of regular film programs for elderly audiences. On a biweekly schedule, collections of twenty-five books were delivered to the Carnation Drive Housing for the Elderly; on a monthly basis, collections of thirty-five books were delivered to the Saunders Circle Housing for the Elderly units, which opened during the course of the project. These collections contained large-print books as well as regular print books. Also included were magazines and large-print crosswork puzzles. Funds from the grant were used for the purchase of 125 new large-print books and for subscriptions to Readers' Digest (both the regular and the large-print editions), Time, and Yankee. The magazines have been especially popular. Circulation of the large-print books within the library has increased markedly. A listing of available large-print books has been compiled and distributed.

Direct delivery of library materials to homebound senior citizens had been proposed; but despite publicity generated from the public library and the Town's Council on Aging, no interest was found.

Project funds were also used for the purchase of a 16mm film projector, which has been used for regular film programs. A series of thirty weekly programs were presented at the Carnation Drive Housing for the Elderly units, and shorter series at the Town's Senior Citizens' Drop-In Center, the Castle Nursing Home, and the Casa Grande Nursing Home. At present, the programs are being continued at the Casa Grande Nursing Home and may begin after January 1, 1977, at the new Sanders Circle location.

The activities director at the Castle Nursing Home, Donna Kollen, brought small groups of patients to the library on several occasions to browse and to borrow books; on these occasions, Miss Kollen selected books to take to other (non-ambulatory) patients.

Funds from the grant were also used for the purchase of two large, lighted magnifying glasses. One stays in the library and the other is loaned for home use on a six-week basis. Several individuals have borrowed this unit.

On Sunday, May 16, 1976, an open house was held at the library for the purpose of introducing the library and its facilities to senior citizens. Several groups in town helped with this tea, including the Garden Club and the League of Women Voters. Attendance was disappointingly low. However, we were pleased that our guests included our State Representative James Jay Gaffney, III, who has been an advocate for the special needs of senior citizens.

EVALUATION

Several minor problems plagued our project. We were disappointed by the consistently low attendance at the film programs at Carnation Drive. Notices with the week's film titles were posted in the dining hall before the showing. A small group of regular viewers attended faithfully, and berated their fellow residents for their lack of interest. Before we try to schedule for programs for this location, we will try different publicity strategies. The same publicity factor was probably part of the problem with the low attendance at our open house. We distributed a large number of flyers announcing the open house; and the area's weekly newspapers included articles concerning the event. Apparently these efforts were not sufficient. Another problem was our failure to provide transportation from the various housing locations to the library for the open house.

A lack of communications with other organizations in town led to a few scheduling conflicts; we would arrive at the Carnation Drive location with our equipment for a film program, only to be told that the senior citizens were away on a field trip.

The overall response to the project has been favorable, evoking responses from the senior citizens who participated directly. Positive responses also came from various town agencies and clubs with whom we came in contact. A description of our services was included in the local Council on Aging's Guide to Services for Tewksbury's Senior Citizens.

As a result of our film programs at the Drop-In Center, one senior citizen joined the Retired Senior Volunteers Program (RSVP) and contributed two hours each week in the library, helping with our preschool story sessions.

Slight inconveniences were caused by problems with booking films. Some of these problems were caused by insufficient or misleading descriptions in the film catalog. Because of the large number of film requests returned to us with the "not available" notation, we sometimes did not have a second film to fall back on when a preview showed a film to be unsuitable for our audience. We now have developed more skill in choosing films which will likely please our audiences.

The book delivery program for the two housing units which we serviced has become a permanent part of the library's services, as has our commitment to maintain a quality collection of recent large-print books and other materials.

Our film program at the Casa Grande Nursing Home has been a tremendously gratifying success and will be continued indefinitely. With the formulation of new publicity procedures, film programs will begin at the Saunders Circle location soon and possibly renewed at the Carnation Drive location. A repeat of last winter's weekly after lunch film programs at the Drop-In Center is also being considered.

LSCA

Library Service to Emotionally Disturbed Children

WESTWOOD PUBLIC LIBRARY
668 High Street
Westwood, MA 02090

Contact person: Vera Fish
Amount of grant: $4,620.00

OBJECTIVE

To provide library service to young emotionally disturbed children.

PROJECT DESCRIPTION

The Children's Department of the Westwood Public Library as for the past four years provided weekly sessions for young (age three to seven years) emotionally disturbed children from the Baptist Educational Center. These children and sometimes their parents are receiving psychiatric therapy. The children are unpredictable and their behavior can range from total withdrawal to aggressive rowdiness. The unpredictability of these children placed them in the very difficult position of not being acceptable in many public places. Their parents are understandably hurt if the children are rejected or criticized and feel frustrated by their lack of ability to cope with tense public situations.

Against this background the decision was made to try and encourage the children to make use of the public library. It was obvious that some type of programming must be used to introduce, create an interest, and help the children feel comfortable in a social situation.

Most children's librarians in public libraries do not have special training for working with emotionally disturbed children. Therefore, the first objective was to reach a rapport with the instructors of these children. This is a learning process for the librarian; it takes time, a willingness to adapt, patience, objectivity, and frequent candid discussion with the instructors. It is difficult not to sympathetically over-react to the children. Constant effort is required to remember that the ultimate aim of the instructors and librarian must be to help the children return to a state where they can operate in the everyday world without special treatment.

During the previous four years a format evolved for these children of weekly sessions in the library, partly learning, and partly enjoyment.

To provide materials for library programs, twenty-five individual subject units were developed. Each of these included books, plus a bibliography, toys, audio-visual tools, natural history specimens, etc.

The subjects chosen for the kits are commonplace; some involve everyday situations such as what will happen if you set a fire--will you be thrown into jail by the firemen? Other kits describe the community. Things to do and make give a sense of personal accomplishment. The children enjoy planting seeds and discovering how they grow and how to look after them.

As these children need to be constantly identified as themselves, each session begins with the children sitting around a large table. Using magnetic boards and letters, the children, with help, spell out their names, ages, and the day of the week. This is also a help for the librarian who then always addresses the child by his correct name. The theme of the session is then introduced. Each child is handed a subject-related article (toy, specimen, tool, etc.--sometimes the articles are identical). Explanation and discussion take place; each child's turn is meticulously observed. A loosely preplanned routine is carried out. Any obviously interesting aspect can be explored in detail, which is why the preplanning cannot be rigid.

It is important to progress at an unhurried steady pace one step at a time. As the program develops, materials are handed out at the appropriate moment. Each new material provides a gentle stimulation of the child's interest and avoids distraction from boredom. Disruptions are dealt with by the instructor, not the librarian. If the children are restless at this point in the program, each is given a simple musical instrument (e.g. drum or bell) and they play and march to the record player.

The last section of the session has stories, slides, films, and filmstrips in various combinations. Seating for this last part is arranged by the instructor and is a one-seat deep semi-circle. After each story or film, each child has an opportunity to ask questions, add information, or comment. All materials used in this segment of the programs are carefully previewed to ensure they are entertaining, pictorially satisfying, and stimulating. Anything violent, overstimulating, or frightening, e.g. bad dreams in stories, is modified or left out. As the children leave they each choose a book from the library and a small book collection on the weekly subject is given to the instructor.

After hours of filmstrip reviewing it was found that many subject filmstrips had content of doubtful quality. To provide the needed visual aids in some subject and storybook areas, it was decided that slide-making was the answer. Many hours have and are still being spent choosing the material to be photographed. An example is the kit entitled "Bugs, Spiders, and Butterflies." Clear slides allow the legs on spiders to be counted, and the various body parts to be identified by the children. Wherever possible, real insects are provided, but while they are entertaining to watch, they are difficult to examine. The children generally show a marked need to test every statement which is made.

The kits are structured loosely and it is important that the librarian be well prepared so that the specific program can be adapted immediately once there is an indication that the children's interest is captured by any aspect of the subject.

Following is a list of the kit titles:

1. Let's Go to the Beach
2. Animal Homes
3. Bugs, Spiders and Butterflies
4. Merry Christmas (non-religious)
5. Cities and Towns
6. Dinosaurs
7. Farms
8. Fire, Firemen, and Firetrucks
9. Hearing and Feeling
10. Seeing and Shadows
11. Tasting and Smelling
12. Food and What It Does
13. Toads, Frogs, and Tadpoles
14. Let's Grow Something
15. Fall and Halloween
16. Looking After Yourself (personal hygiene)
17. Magnetism
18. Making Things (crafts)
19. Sounds and Music
20. Policemen
21. Puppets
22. Transportation
23. Spring and Maple Sugar
24. Shapes
25. Storms

All materials have been individually cataloged. This was necessary as some materials are useful in several kits. The complete kits are also cataloged, and can be assembled rapidly. For circulation the kit is assembled and packed into a large canvas library bag.

EVALUATION

Undoubtedly this special service has been the most difficult the children's room in Westwood Public Library has ever undertaken. The librarian involved is faced with a new learning process and must be willing to adapt her thinking. Sometimes a change of attitude becomes necessary as she realizes the complete unpredictability of the children. It is impossible to predict how each session will develop, or what reaction the children will manifest.

The demand for this type of service is steadily increasing, but it was impossible to enrich and expand the service without special funds. Recognition of this situation by the Bureau of Library Extension and the positive action of making available this grant has solved the problem.

Understandably, publicity for this type of service is difficult. Descriptions of the service and person to contact for appointment can be published in the local newspapers. "By appointment," is stated to enable the librarian to speak privately with interested parents who may wish to borrow the kits for use at home with a disturbed child. Also the psychologist for the local school system is willing to direct parents whose children could benefit from the kits to the library.

To date, this library has had successful programs and with new materials, necessary adaptations, and hopefully both greater parent and agency response, this project will fill a human need and expand library service.

LSCA

Senior Service

WHITINSVILLE SOCIAL LIBRARY
Church Street
Whitinsville, MA 01588

Contact person: Russell J. Reeve, Librarian
Amount of grant: $3,570.00

OBJECTIVE

To provide library service to the elderly who for various reasons have been unable to receive these services previously.

PROJECT DESCRIPTION

The library is attempting to serve a much larger portion of the elderly community through a combination of special collections placed in various locations within the town, visits to homebound individuals by a staff member, and a series of film programs. Since both the main library and the branch library have access barriers, it appeared best to institute programs in locations other than the library.

In developing our program, we called upon the Council on Aging and the Nursing Association as well as nursing home residents and those who live in the housing projects for their suggestions.

Small book collections have been set up and maintained at two housing-for-the-elderly projects, one nursing home and one hospital. The collections at the housing for the elderly are rotated back to the library once a month. Special requests for books and information are filled at this time.

An individual visiting program for shut-ins at three nursing homes and for the homebound was started.

Film programs were arranged as follows: at the nursing homes and one hospital, programs were to be run by the home and hospital staff. Equipment was to be provided by them and the library was to act as booking agent and consultant. Programs were to run throughout the year on a weekly basis. At the two elderly housing projects and at two other locations, the programs were to be conducted by the Council on Aging. The library was to provide equipment and act as booking agent and consultant. Programs were to run weekly from September through May.

EVALUATION

Book selection has proven to be our hardest task at the elderly nursing projects. Some books are not read while others are practically worn out. We began by rotating the book collections twice a month but found that this was too frequent and that monthly was better. The collection which we set up in the hospital has been expanded to include the two nursing homes. This was done primarily for the convenience of the library staff as the visiting program set up with CETA personnel was not picked up by the town this year.

Three nursing homes were visited on a weekly basis by the CETA staff member. Here work and dedication were exceptional. Before the program ended, five new people started the talking book program and over fifty people in the homes were active readers.

The individual visiting program has been the least successful. A cadre of volunteers needs to be established. The institutional film program has proven very successful. It is enjoyed by over sixty persons per week and has produced the greatest amount of cooperation between the nursing homes.

The film program for the Council on Aging has not fared quite as well for several reasons. Weather, the locations, and the number of sites all contributed to a relatively poor attendance. Two of the locations had maintenance problems; one was flooded half the winter and the other was undergoing some major repair work. The third location did well but the scheduled film date there often conflicted with the whist tournament nearby. The last location, the high school cafeteria, was outstanding. The films were shown in conjunction with the monthly hot lunch program and were almost as well appreciated.

The film program this year will reduce the number of sites and feature length films. Shorter films and just the two most successful locations will prove easier for the Council on Aging to handle. The films will also be shown on non-conflicting days.

We regret the loss of the CETA position for elderly services. However, most of the programs are still intact and functioning well. The year's "cherry sheet" was in great part responsible for this town's non-support and we hope that next year town finances or community pressure will see this job become an integral part of library service. In any case, elderly services have been started for the first time and they will continue in some form for years to come.